|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **DAILY**  **SERIES**  **Menu from**  ***Creating Habits of Writing: Doing and Teaching Argument*** | **Argument Writing Goals and Skills** |  |  |  |  |  |
|  | ***Set goals to develop and increase***  **Foundational Skills** | ***Increase rigor to develop***  **Essential Skills** |  |  |  |  |
|  | *Finding*  *Argument Topics* | *Increasing*  *Fluency, Stamina & Volume* | *Making Claims* | *Using Evidence* | *Using*  *Sources:*  *Illustrating*  *Authorizing*  *Extending*  *Countering* | *Structure: Sentence Stems or Argument Moves* |
| Writing Territories | **x** | **x** | **x** | **x** |  |  |
| Quick Lists | **x** | **x** | **x** | **x** |  |  |
| Arguments of Self-Interest | **x** | **x** | **x** | **x** | add readings | add sentence stems or moves |
| Argument-at-a-Glance |  | **x** | **x** | **x** | increase text complexity | add sentence stems or moves |
| Join the Conversation |  | **x** | **x** | **x** | bump with paired texts or multiple views | add sentence stems or moves |
| Refining Our Reading and Responses to Arguments |  |  | **x** | **x** | **x** | **x** |
| Moves Writers Make |  |  | **x** | **x** | **x** | **x** |

**Creating Habits of Writing: Doing and Making**

As a writer, I lean on my writing habits—the day-to-day ways I get ideas, think through an idea, understand the texts and ideas of others, or form claims about these ideas. I have a repertoire of strategies that formed these habits. And I use them again and again. At first, I write to discover. Doing writing in this way, I learn what I know, what I understand, how my views agree or disagree with others as well as the multiple perspectives that exist in the world. Doing this kind of writing helps me make arguments when I talk or when I write. It also helps me read arguments and talk back to them. However, these habits go beyond writing to discover. I use them as I draft and revise as well—times I get stuck, trying out a new angle on an idea, making sense of a source, or rethinking my line of reasoning.

Putting students in the position of writer gives them the same authentic role I take as a writer; and it creates a different way of living in classrooms. In this position, students engage with writing strategies and tasks as a writer and thinker. And if the strategies are used again and again, these writing strategies build habits of thinking and ways of making decisions about ideas and the development of texts. They become do-er and makers.

Linda Denstaedt

Oakland Writing Project (MI)

The table below lists five habits I value as a writer, and it includes the list of strategies in this OLÉ that can build these habits.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Writing Strategies** | **Writing Habits[[1]](#footnote-0)** |  |  |  |  |
|  | *Observing*  *the world* | *Generating to explore & imagine* | *Revisiting to reflect & analyze* | *Close Reading*  *of Texts* | *Apprenticing processes & decisions of other writers* |
| Writing Territories | **X** | **X** |  |  |  |
| Writing Sprints, Quickwrites, or  Freewriting | **X** | **X** | **X** |  |  |
| T-charts | **X** | **X** | **X** |  |  |
| Sentence Stems |  | **X** |  |  |  |
| Stop and Jot |  | **X** |  | **X** |  |
| Loop Writing | **X** | **X** | **X** | **X** |  |

**FINDING ARGUMENTS IN A LIST OF TOPICS:**

**STUFF I CAN WRITE ABOUT / WRITING TERRITORIES**

**What:** Stuff I Can Write About List (Adapted from Nancie Atwell’s Writing Territories)

**Who:** Students & Teacher

**Where:** Writer’s Notebook

**Why:** Generating a List of Possible Writing Topics

Many writers have that moment when they don’t know what to write. We want to give student writers choice but often saying, “Write about anything you want.” without supporting them is no choice at all. This strategy allows students to generate a list of topics that they can return to again and again for all kinds of text types.

**How:**

**In a shared writing experience, teacher and students create a list of possible writing topics.**

* Teacher titles page of writing notebook: “Stuff I Can Talk About”
* Teacher begins thinking about the kinds of people, places and things she/he always talks about. Modeling and chatting about topics that always come up.
* Pause and allow students to begin their list. Share a few in the group.
* Teacher adds a few more ideas based on other topics: hobbies, moments in time, fears, passions, ….
* Class creates list with layers of teacher adding to list, students adding, sharing …
* After creating this long list and talking about the topics, the teacher crosses out the word TALK and writes WRITE so the list is now Stuff I Can Write About!

**Finding arguments in our topic list:**

We often use a list like writing territories to find narrative topics, but this list can be used to find informative topics and argument topics as well.

**How:**

* Return to the list and add a layer of topics that bend toward opinion. For example, I might add parenting (because I have some opinions on parenting,) iphones (because I have opinions about iphones for kids,) …
* Looking at the list, begin to notice that I have opinions on topics already on the list. For example, teaching is on my list and I have opinions. Cross Country is on my list and I have opinions about that sport.
* Return to the list and code it using an A for every topic that lends itself to an argument.
* From here, writers have a list of opinion/argument leaning topics ready made in their writer’s notebooks. So, we write!

Related Links:

# Writing Territories: Nancie Atwell: <http://www.lessonsthatchangewriters.com/toc.asp>

Beth Rimer – Ohio Writing Project

**QUICK LISTS:**

**FINDING ARGUMENTS IN A LIST OF TOPICS: QUICK LISTS**

**What:** Quick Lists (Adapted from Gretchen Bernarbi)

**Who:** Students & Teacher

**Where:** Writer’s Notebook

**Why:** Generating a List of Possible Writing Topics

Many writers have that moment when they don’t know what to write. We want to give student writers choice but often saying, “Write about anything you want.” without supporting them is no choice at all. This strategy allows students to generate a list of topics that they can return to again and again for all kinds of text types.

**How:**

**In a shared writing experience, teacher and students create a list of possible writing topics.**

* We make a list in our notebooks from 1 - 10
* Knowing that we are planning on having student writers practice their own opinions, we think of opinion leaning topics. However, the topics of each quick list section can change: things we love, moments we remember, characters in books we love, … anything. Having only two or three things to think about is accessible and provides lots of possibilities.
* In 1 -2 write two things you did yesterday
* In 3 – 4 write two things you like that others might not
* In 5 - 6 write two conversations you have had recently
* In 7 -8 write two things you don’t like that others do
* In 9 – 10 write two things you don’t think you could live without
* After creating this list we’re ready to start writing

**Finding arguments in our topic list:**

We can use a quick list to generate writing of all kinds. If we are intentionally practicing opinion and argument, we can find topics that lend themselves to opinions and even ask students to code which ones have an related opinion.

**How:**

* Return to the quick list and code it using an A for every topic that lends itself to an argument

Related Links:

*CrunchTime: Lessons to Help Students Blow the Roof Off Writing Tests – and Become Better Writers in the Process:* Gretchen Bernabei, Jayne Hover, Cynthia Candler

<http://www.heinemann.com/products/E02673.aspx>

**WRITING SPRINTS:**

Background:

I used to coach cross-country and long distance runners in track. We all know that the goal of long distance running is to run long and far. And for the first few years of coaching I thought that’s what I should do – have my runners run long and far. But, something was missing. They were running, but slowly putting on their shoes, slowly making their way around the corners and through the course. At times the runners needed to go fast. At times they needed a jump-start.

The same is true for writers. One of my goals for my writers is that they can write long and hard, making it through a whole processed essay, a long prompted piece, a writing marathon. But two things had to happen first. They had to develop stamina and they had to find a topic they cared about enough to write more and work hard. Here’s one way I got them there.

**What:** Writing Sprints

**Who:** Students & Teacher

**Where:** Writer’s Notebook

**Why:** Building Fluency and Stamina for writing opinions/arguments

Many writers have that moment when they don’t know what to write. When the blank page is overwhelming and the words “just start writing about anything” brings with it the feeling that there is nothing worth writing.

This strategy allows students to write fast in a non-threatening way.

**How:**

**Students will quickly write for (Timed 1 minute – 2 minutes), just getting starts on paper.**

* After gathering a list of possible writing topics, ask writers to star two or three topics on which they could write more.
* Teacher: “On your mark, get set, go.” Time for 1 minute.
* Teacher: “Stop. Leave some spaces if you have more to say.”
* Teacher: “Choose another topic from your list. On your mark, get set, go.” Time for 1 minute.
* Teacher: “Stop. Leave some spaces if you have more to say.”
* Go through the process two or three times.
* Share writing in a volunteer way.

**ARGUMENTS OF SELF-INTEREST**

**Forming arguments is as natural to us as storytelling.** We constantly read the world around us. The instant evaluations and claims we make about people, places, and things happen so quickly that we may not realize it. So take time to slow down and write to explore and identify the ways we engage in argument every day.

**Notebook Exploration 1: Identify arguments in daily life.**

* Identify daily conversations that illustrate arguments of self-interest[[2]](#footnote-1). Consider small ways you defend yourself against family members or friends; ways you persuade yourself to do something such as buy a sweater that is a color you never wear, or a pair of shoes that seem a bit too expensive; or ways you avoid or maintain healthy eating or exercise. Most of these arguments are based on self-interest.
* Create a t-chart. List 2-3 times you formed a convincing argument of self-interest.

|  |  |
| --- | --- |
| **Times I Convinced Someone** | **Times I Convinced Myself** |
|  |  |

**Notebook Exploration #2: Explore self-interest arguments by writing “I” statements.**

* Select two daily arguments from your convincing arguments list—one from each side of the t-chart.
* Decide what might have been the primary purpose for your argument. Most daily arguments have one of two possible purposes: 1] defend yourself or 2] achieve a goal. Use the sentence stems below to explore your self-interest arguments.

**DEFEND** Arguments that defend often have a **“but”** at the heart of the conversation. You want something. You feel misunderstood. You think you are right. Try these stems to get started. Or invent your way to explore an argument of defense.

I can see that you want \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, but I don’t want to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**S**o I want you to understand \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, so I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**ACHIEVE** Arguments that achieve often have a **“because”** or **“so that”** or **“then”** at the heart of the

conversation. You have a goal that is important. You need to remind yourself of the importance of the outcome. You are faced with a challenge while achieving the goal. Try these stems to get started. Or invent your way to explore an argument of achievement.

I’m doing [this] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. If I do [this] \_\_\_\_\_\_\_\_\_\_\_

then \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Notebook Exploration #3:** **Turn and talk to examine why and how you form arguments every day.**

* Use the following questions to reflect and examine arguments that occur in your daily life. Then turn and talk to a partner to compare your thinking.
  1. What seems to be your primary purpose when you are trying to convince someone or yourself?
  2. What makes you convincing?
  3. What small surprises emerged as your wrote about these daily arguments?

**ARGUMENTS AT-A-GLANCE**

**Responding to daily arguments happens automatically for us.** Every day we are bombarded with arguments in advertising, the media, and newspapers. We may not think, “Oh, here is another claim about the way I should live, or what is important, or why I should believe something.” Most often we respond instantly, form a quick-opinion or claim and move on. However, some of these daily claims may instigate action or deeper thought. The arguments we face in the world have many purposes. Two primary purposes might be 1] **SELL** a product; 2] **ADVOCATE** for a belief or value. So take time to slow down and write to explore and identify the ways we engage in arguments at-a-glance. 

**Notebook Exploration #1: Talk back to the texts that “live” in the world around you.**

* Read a set of texts and write down the instant-judgments or instant-claims that you make. What do you think? What is your position? If you have to pause too long to think about it, write your first thought or skip it and move on to the next text in the set. You may be surprised how quickly you decide on a claim about a text.
* Do not worry about being right or stating a “perfect” claim. In this moment, you are discovering how quickly you form opinions and make claims.

**Notebook/Phone Exploration #2: Collect texts from your life.**

* Spend the weekend collecting texts that make arguments. Watch for arguments that are selling something or advocating for something. Or if you find texts that have a different purpose, collect those too.
* Snap a picture of the text with your phone. **OR** keep a log in your notebook of times you shared your views about argumentative texts with family or friends.
* Talk back to these texts in your notebook.

**Sample Text Log**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Type of Text** | **Argument/Claim** | **Where you encountered the text** | **How you shared your views with others** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Notebook Exploration #3:** **Turn and talk to examine why and how you form arguments every day.**

* Use the following questions to reflect and examine argumentative texts that occur in your daily life. Then turn and talk to a partner to compare your thinking.
  1. What kinds of argumentative texts did you find? Were they selling or advocating? Or did they have another purpose?
  2. How quickly do you form opinions? How do you engage in arguments with others in your life?

What small surprises emerged as your wrote about or talked with others about these texts?

**JOIN THE CONVERSATION**

**Use your voice to interact with and write through a text.** Reading is thinking. As we read, whether in or out of school,we think. Sometimes these thoughts distract us from the text because we are reminded of an event from our own lives. So we leave the text for just a bit to enjoy that memory.These distracting pauses may not help us understand the text. However, reading as a knower and claim-maker achieves two things: 1] you interact with the ideas in the text and 2] you join the conversation when you stop and jot down your thoughts. So take time to interact with a text by stopping and jotting down your thoughts connected to the text. This way of reading will slow you down, but you will not read like this all the time.

**Notebook Exploration #1:** **Read by writing through a text. Stop and jot to capture your thinking, responses, and claims.**

**GUIDE TO STOP AND JOT**

**Option 1:** **Pre-Determined Stopping Points**

* Put three dots in random spots throughout the text.
* Read to the dot.
* Pause and write your thinking. The questions below are possible ways of talking back to the text.
  1. What reactions do you have to the evidence/information or claims in the text?
  2. What do you know about the topic or claims that might be added to the evidence/information in the text?
  3. What is your view on the topic or claims in the text?

**Option 2: Stop to Talk Back**

* Read to a spot you finding interesting.
* Pause and write your thinking. The questions below are possible ways of talking back to the text.
  1. What reactions do you have to the evidence/information or claims in the text?
  2. What do you know about the topic or claims that might be added to the evidence/information in the text?
  3. What is your view on the topic or claims in the text?
* Push yourself to stop multiple times.

**Notebook Exploration #2: Loop Writing[[3]](#footnote-2)**

* Reread your writing and underline the sentence or phrase that seems most important or most interesting.
* Put that sentence/phrase at the top of a clean page.
* Write from that sentence/phrase to dig deeper. Write to surprise yourself.
* Continue the looping process several times to push for insights or innovative thinking.

**Notebook Exploration #3: Turn and talk to examine why and how you talk back to a text.**

* Use the following questions to reflect and examine the reactions, personal knowledge, claims, and/or insights that emerged in your writing. Then turn and talk to a partner to compare your thinking.
  1. What places in the text grabbed your interest? What do these stop and jot spots have in common?
  2. What personal view of the topic emerged for you as you wrote through the text?
  3. What claim would you want to make about the topic now?

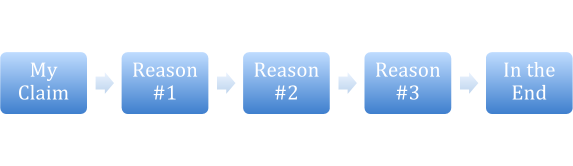
MOVES WRITERS MAKE WHEN THEY ORGANIZE AN OPINION:

Adapted from Gretchen Bernabei’s Kernel Essays

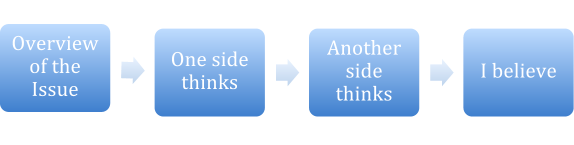
A:

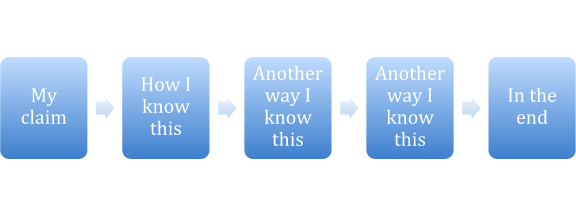


B.

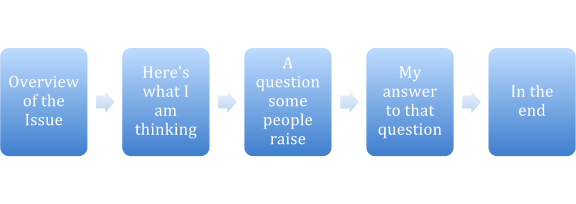


C.

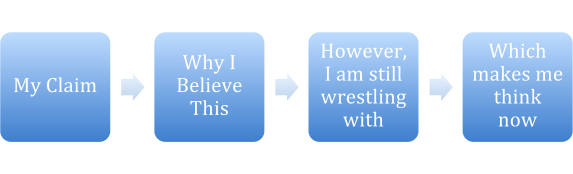


D. 

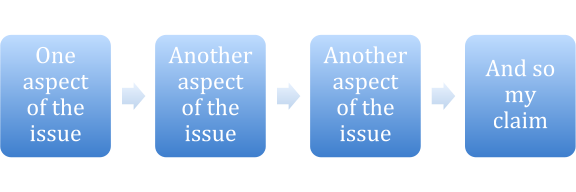
E.



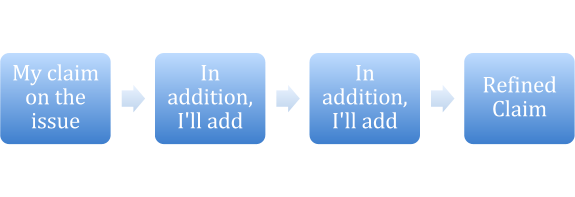
F.



G.



H.



**Pre-Teaching / Writing:**

Prior to using writing sprints, writers need a list of possible topics from which to write such as Atwell’s Writing Territories or Bernabei’s Quick List or any other topic generator.

**Follow-up Teaching / Writing: Extend the Metaphor**

* Stretch an idea. Just like in running, after we sprint, we stretch. Choose one idea from the sprint and stretch it out for 5 – 10 minutes.
* Cool Down. Take your idea and sketch it. The sketching stretches the idea and also allows more spaces for writing.
* Writing Marathon: Write longer around topics and prompts. See resources below.

Adapted from Rose Lounsbury – Ohio Writing Project

Related Links:

# Writing Territories:

# Nancie Atwell: <http://www.lessonsthatchangewriters.com/toc.asp>

# Quick Lists:

# Gretchen Bernabei: <http://www.heinemann.com/products/E02673.aspx>

# Writing Marathons:

# A Guide for Writing Marathon Leaders

By: Richard Louth  
Date: May 25, 2010

Summary: This in-depth guide—drawn from the book *"I'm a Writer": Essays on the Writing Marathon and Why We Write*—covers just about everything needed to organize and run a successful writing marathon.

<http://www.nwp.org/cs/public/print/resource/3162>

Resources for finding current news and opinion articles:

Kelly Gallagher:<http://kellygallagher.org/resources/articles.html>

Teaching the Core:

[http://www.teachingthecore.com/resources/article-of-the-week-aow/](http://www.teachingthecore.com/resources/article-of-%20%0Dthe-week-aow/)

The Week:<http://theweek.com/>

NYTimes Educator Network:

<http://learning.blogs.nytimes.com/category/student-opinion/>

<http://learning.blogs.nytimes.com/2014/02/04/200-prompts-for-argumentative-writing/>

Tween Tribune:<http://tweentribune.com/>

Newsela:<http://www.newsela.com/>

1. ### Writing habits informed by [Activating & Engaging (Habits of Mind)](http://www.amazon.com/Activating-Engaging-Habits-Arthur-Costa/dp/0871203693/ref=sr_1_3?s=books&ie=UTF8&qid=1393336424&sr=1-3&keywords=Habits+of+Mind) by Arthur L. Costa and Bena Kallick (Jul 2000)

   [↑](#footnote-ref-0)
2. Lesson from MAISA Units of Study [Linda Denstaedt]. Concept for Lesson from Rex, Lesley A; Thomas, Ebony Elizabeth; and Engel, Steven.

   “Applying Toulmin: Teaching Logical Reasoning and Argumentative Writing. *English Journal* 99.6 (2010): 56-62 [↑](#footnote-ref-1)
3. Loop Writing was developed by Peter Elbow. [↑](#footnote-ref-2)